The Effect of Metacognitive Strategies Instruction on EFL Students’ Listening Performance

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This study investigated the effects of metacognitive strategies instruction on the listening performance of EFL students. Participants of the present study consisted of 100 female students who were studying English in the language institute. They were selected purposively out of 400 students. Then they were assigned randomly to experimental (n = 50) and control (n = 50) groups. The listening section of the standardized proficiency test (FCE) was administrated prior to the treatment as the pretest. The experimental group received the strategy training following the models proposed by Vandergrift and Tafaghodtari (2010), while the control group received no strategic instruction. At the end of the experiment the listening section of a parallel sample of the proficiency test (FCE) was administered as the post-test to both groups to assess the impact of metacognitive strategies training on students’ listening performance. ANCOVA was run and the results revealed that experimental group significantly outperformed the control group on the post-test measure (P<.001).

Key Words:
learning strategies, metacognitive strategy, listening comprehension, listening strategies, language proficiency.

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